



# Year 6 Curriculum Yearly Overview 2018-19



**Teachers:** Mrs Amin, Mr Hurley, Mr Preston & Mrs Stockley

**Support:** Mrs Silvester & Mrs Khurram

Dates	Autumn 1	Autumn 2	Spring 1 + 2	Summer 1	Summer 2
<b>Overarching Theme</b>	How we share the planet	How the world works	How we express ourselves	How we organise ourselves	Where we are in time and place
<b>Central Idea</b>	We have a duty of care to our Oceans	Our lives are influenced by things we cannot see	The arts accurately reflect the history of the world	Different world leaders have influenced the world in different ways	Celebrating the end of life makes us human
<b>Focus curriculum areas</b>	Geography, Science	Science, Music, Design Technology, R.E.	Art, Geography, History	PSHCE, citizenship, British Values, History, R.E.	Art, R.E., History
<b>Lines of Enquiry</b>	<ul style="list-style-type: none"> <li>Why do our oceans matter?</li> <li>What impact do we have on our oceans?</li> <li>How can we protect our oceans?</li> </ul>	<ul style="list-style-type: none"> <li>Our lives are influenced by things we cannot see</li> <li>How do people's beliefs in things they cannot see affect their behaviour?</li> <li>What invisible forces control our lives and how?</li> </ul>	<ul style="list-style-type: none"> <li>History is represented through art</li> <li>History is accurately represented by art.</li> <li>We can express ideas, feelings and beliefs through the arts</li> </ul>	<ul style="list-style-type: none"> <li>What different types of leaders are there?</li> <li>What makes an effective leader and is a good leader always a good person?</li> <li>How does leadership and politics affect me?</li> </ul>	<ul style="list-style-type: none"> <li>Why do people celebrate the end of life?</li> <li>How do people celebrate the end of life?</li> <li>How did people celebrate the end of life?</li> <li>What other endings do we encounter in our life?</li> </ul>
<b>Art</b>	<p><b>Sketching fish</b></p> <ul style="list-style-type: none"> <li>Use experience, other subjects across the curriculum and ideas as inspiration for artwork</li> <li>Develop and share ideas in a sketchbook and in finished products</li> <li>Improve mastery of techniques</li> </ul>	Although specific Art curriculum skills and objectives are not taught during this time, the children will continue to be engaged in creative activities and provided with art-based opportunities.	<p><b>Portrait Drawing Picasso and Frieda Kahlo</b></p> <ul style="list-style-type: none"> <li>Use experience, other subjects across the curriculum and ideas as inspiration for artwork</li> <li>Develop and share ideas in a sketchbook and in finished products</li> <li>Improve mastery of techniques</li> <li>Learn about the great artists, architects and designers in history</li> </ul>	Although specific Art curriculum skills and objectives are not taught during this time, the children will continue to be engaged in creative activities and provided with art-based opportunities.	
<b>Computing</b>	<p><b>Building Battle Bots</b></p> <p>The children will use the Mbots, produce physical maps of the school hall. They must navigate the Mbot which carries a pin to the other side of the hall using a command code to pop a balloon. The unit culminates in live coding as robot battle each other and try to pop each other's balloon. Select, use and combine a variety of software</p>	We will continue to build on the children's knowledge of key Microsoft packages: PowerPoint, Excel, Word, Publisher	<p><b>'Appy Times 1</b></p> <p>The children's task is to design a piece of wearable technology that links in with a smart phone app. In this session, the children will also create an advert "selling" their product.</p> <ul style="list-style-type: none"> <li>Select and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals including collecting, analysing, evaluating and presenting data and information.</li> </ul>	<p><b>Stocks and Shares</b></p> <p>This activity is designed to give children an understanding of the stock market but more importantly engage them in a task that makes them analyse data, make informed choices, present and critique their decisions.</p> <ul style="list-style-type: none"> <li>Use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	<p><b>'Appy Times 2</b></p> <p>In this activity we will give children the chance to experiment with the basics of programming and app development using a variety of development platforms and styles of code.</p> <ul style="list-style-type: none"> <li>Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>Use sequence, selection and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted</li> </ul>

				<p>outputs to test programs.</p> <ul style="list-style-type: none"> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>
<b>Design Technology</b>	<p>Although specific Design Technology curriculum skills and objectives are not taught during this time, the children will continue to be engaged in problem solving and design-based activities.</p>	<p><b><u>Designing, making and evaluating a cam-toy</u></b></p> <ul style="list-style-type: none"> <li>• Generate, develop, model and communicated their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design</li> <li>• Select from and use a wider range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing accurately.</li> <li>• Select from and use a wider range of materials and components including construction materials, textiles and ingredients according to their functional properties and aesthetic qualities</li> <li>• Investigate and analyse a range of existing g products</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>• Understand and use mechanical systems in their products such as gears, pulleys, cams, levers and linkages.</li> </ul>	<p><b><u>Designing wearable outdoor technology</u></b></p> <ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> </ul>	<p>Although specific Design Technology curriculum skills and objectives are not taught during this time, the children will continue to be engaged in problem solving and design-based activities.</p>
<b>Geography</b>	<p><b><u>Understanding how our Earth is effected by natural and human activity</u></b></p> <p><b><u>National Curriculum Coverage</u></b> Describe and understand:</p> <ul style="list-style-type: none"> <li>• The distribution of natural resources including energy, food, minerals and water</li> <li>• Locate geographical zones of the world</li> <li>• Understand geographical similarities and differences through the study of human and physical geography</li> <li>• physical geography, including: climate zones, biomes and vegetation belts - oceans, rivers, mountains, volcanoes and earthquakes and the water cycle</li> </ul> <p><b><u>Skills</u></b></p>	<p>Although specific geography objectives are not covered, children will continue to draw comparisons and consider the world around them.</p>	<p><b><u>The Outbreak of World War 2</u></b></p> <p><b><u>National Curriculum Coverage</u></b> Locate the world's countries with a focus on Europe (Russia) and countries of particular interest of pupils.</p> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>○ <i>use eight points of the compass</i></li> <li>○ <i>use six-figure grid references</i></li> <li>○ <i>use Ordnance Survey maps</i></li> <li>○ <i>understand how to use the key on Ordnance survey maps and know what each symbol means</i></li> </ul>	<p>Although specific geography objectives are not covered, children will continue to draw comparisons and consider the world around them.</p>

	<ul style="list-style-type: none"> <li>○ describe features of a country/geographical area based on their position on the globe (proximity to Equator, hemisphere, continent, surrounding countries)</li> <li>○ present findings as graphs and through other digital technology e.g. Aurasma, Scribble Maps, Google Earth</li> </ul>				
<b>History</b>	Although skills are not specifically addressed, we will be covering historical content linked to the development of plastics and the development of the Theory of Evolution	Although skills are not specifically addressed, we will be covering historical content linked to the development of our beliefs and how they have changed over time.	<p><b><u>The Outbreak of World War 2</u></b></p> <p><b><u>National Curriculum Coverage</u></b></p> <ul style="list-style-type: none"> <li>○ A local history study</li> <li>○ A study of a theme in British History</li> <li>○ History of interest to pupils</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>○ Place current study on timeline in relation to other studies</li> <li>○ Use relevant dates and terms</li> <li>○ Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>○ Know key dates, characters and events of time studied</li> <li>○ Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>○ Recognise primary and secondary sources</li> <li>○ Use a range of sources to find out about an aspect of time past</li> <li>○ Bring knowledge gathered from several sources together in a fluent account</li> </ul>	Although skills are not specifically addressed, we will be covering historical content linked to important leaders throughout history.	<p><b><u>Benin</u></b></p> <p><b><u>National Curriculum Coverage</u></b></p> <ul style="list-style-type: none"> <li>○ A non-European society that contrasts with British history – Benin</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>○ Confidently use the library and internet for research</li> <li>○ Place current study on timeline in relation to other studies</li> <li>○ Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>○ Compare beliefs and behaviour with another time studied</li> <li>○ Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> <li>○ Know key dates, characters and events of time studied</li> <li>○ Link sources and work out how conclusions were arrived at</li> <li>○ Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Decimals and percentages</li> <li>• Measurement</li> <li>• Algebra</li> <li>• Timetables</li> <li>• Ratio</li> </ul> Geometry and stats	<ul style="list-style-type: none"> <li>• Place Value</li> <li>• Four operations</li> <li>• Fractions</li> </ul>	<ul style="list-style-type: none"> <li>• Place Value</li> <li>• Four operations</li> <li>• Fractions</li> </ul>	<ul style="list-style-type: none"> <li>• Geometry and properties of shape</li> <li>• Geometry position and direction</li> </ul>	<ul style="list-style-type: none"> <li>• Post SATS project work</li> </ul>
<b>MFL</b>	French Crepes – the language of instruction and recipe Using bilingual dictions to locate food items	French – School and classroom objects and stationary	French – Telling the time and directions	French - Sports and passtimes – all about me.	French – fashion and clothing

<b>Music</b>	Although specific Music curriculum skills and objectives are not taught during this time, the children will continue to be engaged in musical activities and provided with weekly singing practice.	<ul style="list-style-type: none"> <li>Use and understand the basics of the stave and other musical notations</li> <li>Appreciate and understand a wide range of high quality live and recorded music from different traditions and from great musicians and composers</li> </ul>	<ul style="list-style-type: none"> <li>Develop an understanding of the history of music</li> <li>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression</li> <li>Improvise and compose music using the inter-related dimensions of music separately and in combination</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Appreciate and understand a wide range of high quality live and recorded music from different traditions and from great musicians and composers</li> </ul>	Although specific Design Technology curriculum skills and objectives are not taught during this time, the children will continue to be engaged in problem solving and design-based activities.	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression</li> <li>Improvise and compose music using the inter-related dimensions of music separately and in combination</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> </ul>
<b>PE</b>	Survival skills, team work and problem solving. Outdoor and adventurous activities	Handball	Lindy – Hop dance Base line assessments (key skills)	Athletics and volleyball	Base line assessments (key skills) Cricket
<b>PSHCE</b>	Environment and Sustainability	Identities , Similarities and Differences	Goal Setting and Growth Mindset Falling Out	Media and Communication	Mental and Emotional Wellbeing
<b>Reading</b>	<ul style="list-style-type: none"> <li><b>Non-fiction</b> linked to topic (SATs focus)</li> <li><b>Poetry – river story</b></li> </ul>	<ul style="list-style-type: none"> <li><b>A story dealing with grief</b>– fiction (book study – short story)</li> <li><b>Horror story</b> – fiction (book study – short story)</li> </ul>	<ul style="list-style-type: none"> <li><b>WW2 poetry</b></li> <li><b>Old fashioned narrative with horror themes</b> – fiction (book study – short story)</li> </ul>	<ul style="list-style-type: none"> <li><b>Poetry</b> (SATs focus)</li> <li><b>Non-fiction</b> (SATs focus)</li> </ul>	<ul style="list-style-type: none"> <li><b>Book study</b> – longer novel with mystery theme</li> </ul>
<b>RE</b>		Teachings, wisdom and authority - Sacred Texts The Quran The Bible The Torah	Teachings, wisdom and authority - Sacred Texts Special readings / books Reverence The Ten Commandments	Inspirational people from long ago  How religious leaders have demonstrated successful leadership and have influenced the world.	The journey of life and death Religious beliefs about what happens when we die. In what ways is Religion like a Journey? Religious and non-religious rituals and celebrations. Christian, Muslim and Hindu life celebrations How do different religions link?
<b>Science</b>	<p><b>Evolution and inheritance</b> Look at the resemblance in offspring Look at changes in animals overtime Look at adaptation to environments Look at differences in offspring Look at adaptation and evolution Look at changes to the human skeleton over time</p> <p><b>All living things</b> Identify and name plants and animals Look at classification keys Look at the life cycle of animals</p>	<p><b>Forces and magnets</b> Look at contract and distant forces, attraction and repulsion, comparing and grouping materials. Look at poles, attraction and repulsion. Look at the effect of gravity and drag forces Look at transference of forces in gears, pulleys, levers and springs</p> <p><b>Electricity</b> Look at appliances, circuits, lamps, switches, insulators and conductors. Look at circuits, the effect of voltage in cells and the resistance and conductivity of materials</p>	Although skills are not specifically addressed, we will be covering scientific content linked to the science curriculum.		

	<p>and plants          Look at the classification of plants, animals and microorganisms          Look at the reproduction in plants and animals and human growth and changes          Look at effect of diet, exercise and drugs.</p>				
<b>Writing</b>	<p><b><u>Narrative</u></b> – Oceans and duty of care   <b><u>Discussion</u></b> – environmental issues – Pros and cons of plastics   <b><u>Persuasion</u></b> – environmental issues – Recycling in school</p>	<p><b><u>Fiction skills</u></b> – Slog’s Dad   <b><u>Short Story</u></b> – Alma – retelling of a silent film</p>	<p><b><u>Explanation</u></b> – contrast of two depictions of the same historical event / figure   <b><u>Recount</u></b> Evacuation/Mi Amigo   <b><u>Report</u></b> – Dunkirk/Dday</p>	<p><b><u>Debating</u></b> – politics and British Values</p>	<p><b><u>Play Writing</u></b> – Y6 Leavers Show   <b><u>Arrival writing</u></b> – High Storrs Transition – diary   <b><u>Poetry</u></b></p>
<b>Enrichment</b> <i>(trips, experiences, visits, visitors, etc.)</i>	<p>Pupil voice outcome – school recycling and energy saving          Adopt a dolphin          Walk for water</p>	<p>Community religious visitors to talk about their faiths          ‘Pop-Up’ Toy Museum (ipad tour)          Thornbridge</p>	<p>Endcliffe Park – Mi Amigo           Visit to a synagogue.</p>	<p>Local politicians          Town hall visit          Crucial Crew</p>	<p>Visit to the local cemetery          Y6 performance          Late night story night</p>